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ABSTRACT

Both the teaching of the free enterprise system and the teaching of geography are an integral part of the guidelines for elementary school social studies in most states. The two have been combined into a resource unit for studying localities so that students may understand that U.S. citizens, the environment, and the economy are interdependent. This series of lesson plans, originally written for students in grades 4-7 in the Black Hills area of South Dakota, provides activities which explore the interrelatedness of planning, climate, geographical landforms, available natural resources, and economic activity. These statements are used to define the relationships: a community is a group of people who live in one area under one government; economic activity is the work people in the community do to earn a living; resources are needed to carry on economic activities; and planning is the way people in a community use resources wisely. Guided practice and formative evaluations include charting, simulation games, large group concentration, writing biopoems, economic bingo, and various types of student responses. (Author/BZ)

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# Choosing To Teach Relationships:
# Economic Geography and the Local Community

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Paper Presented at the
Rocky Mountain Regional Social Studies Conference
Denver, Colorado
April 1987

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## ABSTRACT

Both the teaching of the free enterprise system and the teaching of geography are an integral part of the guidelines for elementary school social studies in most states. The two have been combined into a resource unit for studying localities so that students may understand that we, our environment, and our economy are dependent upon each other in a myriad of different ways.

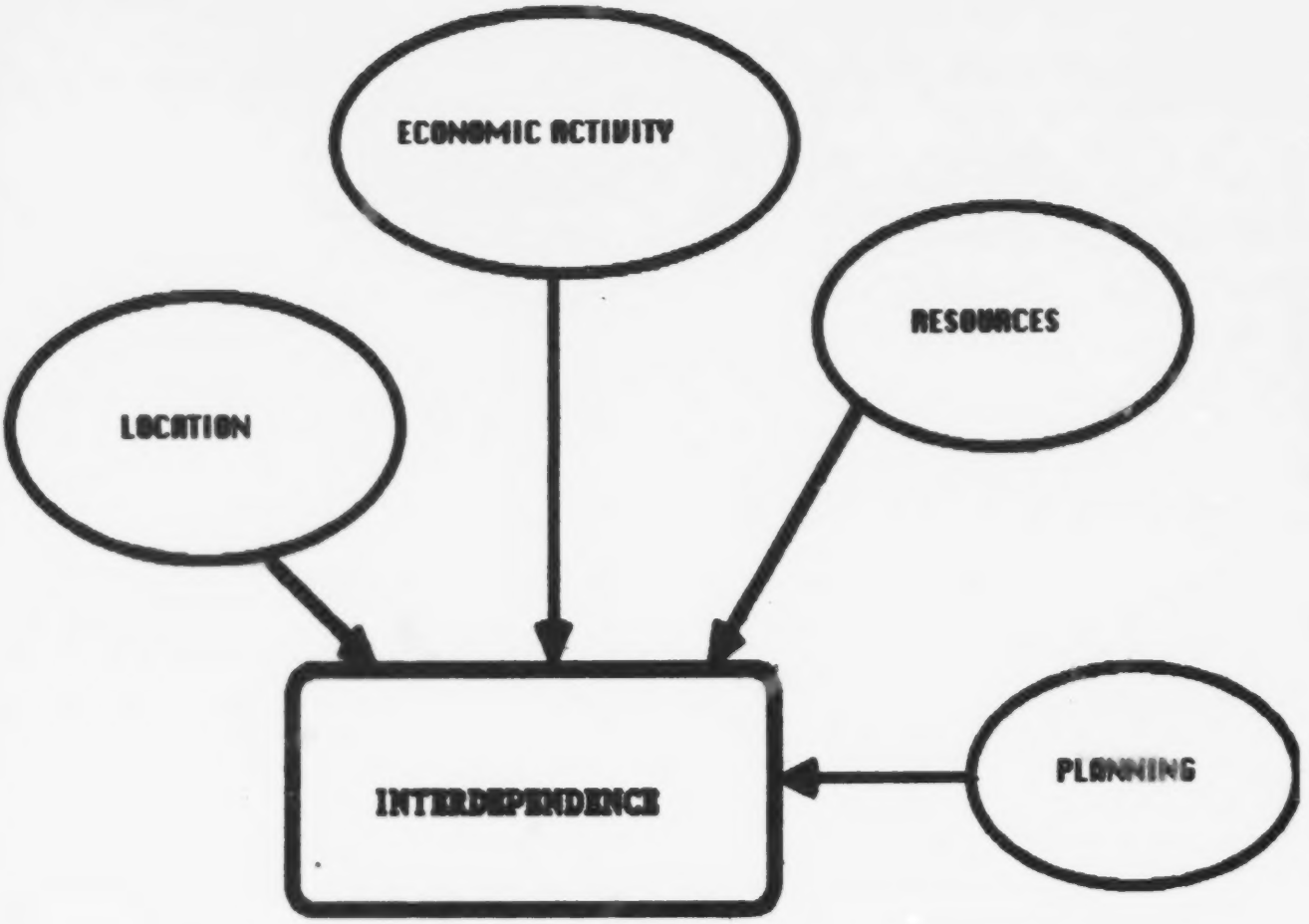
In smaller communities the responsbility for planning that affects economic activity and natural resources is often given to people who serve in unpaid positions on various councils, boards, and commissions. Students are encouraged to discover the local planning efforts of professionals, elected officials, and volunteers as they learn to become responsible citizens of their own community.

The series of lesson plans introduces many interesting activities to use explore with students the interrelatedness of planning, climate, geographical landforms, natural resources available, and the economic activity engendered. In this way they can appreciate the community's need for careful planning. It is intended for students in upper elementary or middle school. These statements are used to define the relationships.

"A community is a group of people who live in one area under one government."
"Economic activity is the jobs the people in the community do to earn a living."
"Resources are needed to carry on economic activities."
"Planning is the way people in a community use resources wisely."

Guided practice and formative elvaluations include charting, simulation games, large group concentration, writing biopoems, economic bingo, and various types of every-pupil-response.

# CHOOSING TO TEACH RELATIONSHIPS




# ECONOMIC GEOGRAPHY AND THE LOCAL COMMUNITY

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## CHOOSING TO TEACH RELATIONSHIPS

## ECONOMIC GEOGRAPHY AND THE LOCAL COMMUNITY

## A RESOURCE UNIT

**Rationale:**

Economic activity and planning are a part of everyday life. Since both the teaching of the free enterprise system and the teaching of geography are an integral part of the guidelines for elementary school social studies in most states, it seems reasonable to combine the two when studying localities. All too often students fail to understand that we, our environment, and our economy are dependent upon each other in a myriad different ways.

In many communities the responsbility for planning that affects economic activity and natural resources is given to people who serve in unpaid positions on various councils, boards, and commissions. Children need to see the role in local planning efforts of professionals, elected officials, and volunteers if they are to become responsible citizens of their own community.

The purpose of the unit was to help students identify the relationships and need for planning among all the workers and resources within the community and the region. Hopefully the unit will help children realize the ways the area in which they live is affected by the climate, the geographical landforms, the natural resources available, and the economic activity engendered. In this way they can appreciate the community's need for careful planning.

This unit was originally written for students in grades 4-7 in the Black Hills area of South Dakota and was specifically designed for students in a smaller community who will be more aware of the limited variety of economic activity. It is being done at a time when farmers and ranchers, economists, environmentalists and certain industries seem to be on a collision course. It can easily be adapted to another area by changing the specifics of products and resources.

Most teachers will be familiar with their own geographical area but not necessarily familiar with the concepts involved in economic geography. Therefore a certain amount of individual research will be necessary particularly into the structure of planning boards and commissions within the locality. A great deal of help can be obtained from the office of the nearest professional planner or geographer.

## Generalizations:

A. Economic activity considers how mankind makes a living and may be subdivided into branches such as agriculture, manufacturing, trade, transportation and services.
B. The physical environment and availability of natural resources in different geographic regions has an important effect on the type of goods and services produced and thus the economic interdependence among regions.
C. In order to avoid problems within communities and between regions, a great deal of planning in necessary.

## Objectives:

A. Cognitive Objectives
The learner will be able to:
1. define community, economic activity, and resources.
2. use some basic economic and geographic vocabulary to identify human activity.
3. both encode and decode maps of communities and geographic regions.
4. explain the need for and direction of planning in a community and region.
5. give examples of the relationship between resources, economic activity, and resulting products.
6. explain how geographical regions are economically interdependent.

B. Affective Objective
7. The learner will appreciate that human beings are dependent on one another in many ways.

C. Psychomotor Objective
8. The students will be able to demonstrate the ability to use silent signals when doing various activities and simulations.

## Initiating and Culminating Activities:

The unit will be introduced by students beginning to map a new community to see what parts they think are necessary. This will lead to a discussion of the government services that will get some of the things done.

As the lessons progress, a series of statements on an oaktag poster in the front of the room will develop definitions and relationships. They will be:

"A community is a group of people who live in one area under one government."
"Economic activity is the jobs the people in the community do to earn a living."
"Resources are needed to carry on economic activities."
"Planning is the way people in a community use resources wisely."

The final activities will consist of a silent simulation exchanging products between regions and imagining the loss of an important geographic feature. The students will explore the possibilities, chart the results and reach decisions about the economic impact.

## Possible Activities:

Brainstorming concepts - listing on board
Content mapping and webbing
Chaining economic activity from resource to final product
Listing and categorizing -- goods and services
Large group concentration for review of concepts and vocabulary
Checking understanding with individual response cards
Map work -- understanding regions
Reading and emphasizing textual material
Sorting out renewable and nonrenewable natural resources
Summarizing and charting information
Simulation exercise on interdependence of geographical regions
Paired matching activity to reinforce concept development
Transfering data between different graphic representations
Categorizing resource, economic activity, product
Dramatically portray the causality involved in economic geography
Role playing a commission hearing that deals with ecological problems
Defending an opinion about economics with factual data
Mini Debate an issues of contention between two communities
Writing diamante poetry from resource to product
Writing Letters to public officials concerning a long range plan

## Basic Lessons:

| | | Generalization | Objective |
|---|---|---|---|
| One | Introducting the Concept of "A Community" | C | 1, 3 |
| Two | Economic Activity in the Community | A | 1, 2, 7 |
| Three | Resources for Economic Activity | B | 1, 2, 3 |
| Four | Our Need for Planning | C | 4 |
| Five | Our Natural Resources | B | 2, 5 |
| Six | Planning to Solve Problems | C | 4, 7 |
| Seven | Interdependence between regions | B | 6, 7, 8 |
| Eight | What If the Black Hills Went Flat? | B | 5 |

## Evaluation:

Formative evaluation will include a matching activity with largre group concentration, a worksheet on goods and services, every-pupil-response to check vocabulary and concept application, and the individual results on the interdependence simulation.

Summative evaluation will be on a 25 question objective test to be machine scored so as to have both a class summary and an item analysis.

Evaluation of the unit and teacher by the pupils will be done by completing these short open-ended statements.

During this unit, I learned most when we _____
Compared with other social studies units, this one was _____
I like it best when my teacher _____
I wish my teacher would _____
When I think about economic geography, I _____
Depending on other human beings is _____
One important thing I learned about my community is _____
Something I learned that is unimportant is _____

**LESSON ONE:** **Introducing the Concept of "A Community"**

OBJECTIVE: The learner will be able to orally state the definition of a community and identify essential parts of a community by placing them on a model map.

MATERIALS: newsprint with outline of streets,Symbols of various things (including people) in a community to put onto the map where the children choose,tape, pictures, activity cards, definition of community written on tagboard "A community is a group of people who live in one area under one government."

SET INDUCTION OR FOCUS: Walk into the room and say "I've decided I don't want to live here anymore. I want to create my own community." Untie and unroll outline map and tape it to the board explaining that this is the beginnings of the community you want to create but you will need some help.

INSTRUCTIONAL STRATEGY AND INPUT:

1. Write word **community** on board. Ask: How many things can you think of that make up a community? List. Hand out symbols to children and let the class decide where they might want them in the new community. If there are things on the list without a symbol that they want, write it on the map.
2. Ask what kinds of groupings the words would fit into. Categorize by first selecting all of the buildings, then people, and finally goods or services people need.
3. Ask how people in a real community decide where everything will go and how things will get done. Lead to the concept that there has to be some type of government. Mention different types of local government services such as fire fighting, water and sewage systems, police, etc.

MODELING AND GUIDED PRACTICE: Create a class community on the large outline map

CHECKING FOR UNDERSTANDING AND FEEDBACK: As the teacher names things from the local community, the children will signal (by holding up 1, 2 or 3 fingers) which part of the definition they think it fits: 1. people in the group
(See below) 2. buildings they live and work in
3. examples of government

CLOSURE: Ask various students to tell one thing that they could tell their parents that they learned about communities.

**Front of card**

| people | buildings | government |
|---|---|---|
| 1 | 2 | 3 |

**Back of card**

| | |
|---|---|
| Mrs. Smith(1) | the doctor(1) |
| water system (3) | school teacher (1) |
| my house (2) | police car (3) |
| streets (3) | grocery clerk |
| apartments (2) | fire truck (3) |
| traffic signs (3) | school system (3) |
| my friend (1) | Me(1) etc. |

| PERSON | BUILDING | ACTIVITY |
|---|---|---|
| firefighter | firehouse | fire protection |
| doctor | hospital | health care |
| store clerk | grocery | getting food to consumer |
| teacher | school | education |
| mayor | city hall | running city government |
| policeman | police station | protection |
| mailman | post office | mail delivery |
| banker | bank | managing money |
| clergyman | church | worship services |
| lumberman | sawmill | wood products |
| librarian | library | reading material |
| motel owner | motel | place to sleep |
| waiter | restaurant | meals |
| mechanic | garage | fix cars |
| recreation board | park | recreation |

Possible Matching Activity for Students to Create

**LESSON TWO:** **Economic Activity in the Community**

OBJECTIVE: The learner will be able to tell how people in a community are economically dependent on one another by selecting five people whose work provides consumers with services and five others whose work provides consumers with goods or products.

MATERIALS: bottle of honey, ski pole, vocabulary chart, worksheets, concentration game. Oaktag with statement "A community is a group of people who live in one area under one government. Economic activity is the jobs the people in the community do to earn a living."

SET INDUCTION OR FOCUS: Set a bottle of honey on table and ask you honey is made. Ask: Would there be many beekeepers in New York City? Why not? Show ski pole and ask: Do you think you could go skiing in South Texas? Why not? Show phrase **Economic Activity** and explain that the purpose of the lesson is to explore ways all jobs that make up economic activity are important to us.

INSTRUCTIONAL STRATEGY AND INPUT:

1. Write word JOBS on board. Ask: How many jobs can you think of that people work at around this area? List.
2. Categorize selecting first those jobs in which people perform services for us, the consumers and then those in which people produce goods for us. Refer back to the beekeeper producing goods (honey) and the ski resort owner providing a service.
3. Select one or two of the terms and "chain" from producer to consumer.
4. Show card with sentence: Producers provide consumers with goods and services which are sold to provide our wants and needs. Be sure students know terms.
5. Post vocabulary chart that students can use for reference in following lessons.

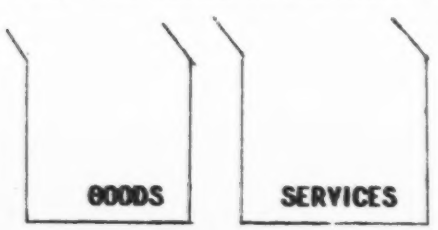
MODELING AND GUIDED PRACTICE: Modeling is provided by writing "S" by service occupations and "G" by occupations that produce goods. See worksheet below.

CHECKING FOR UNDERSTANDING AND FEEDBACK: Play large group concentration

CLOSURE: Ask various students to tell one thing that they could tell their parents that they learned about economic activity. Then play concentration saying that it is both a review and a preview of things to come. They may use the vocabulary list if needed.

DROP THE WORDS IN THE RIGHT BOX!

| | | |
|---|---|---|
| Secretary | Policeman | Fisherman |
| Plumber | Barber | Snowplow operator |
| Carpenter | Farmer | Shoe Repairer |
| Miner | Lumberjack | Mechanic |
| Sawmill worker | Beekeeper | Electrician |



MATCHING ITEMS FOR THE BACK OF LARGE GROUP CONCENTRATION CARDS

Concentration - 1 opposites; 2 definitions; 3 geographic resources
1. goods
2 Things we need to live--food, clothing, shelter
3. Need timber, sawmill

Concentration - 1 opposites; 2 definitions; 3 geographic resources
1. services
2. Raw materials for economic activity
3. Lumberman

Concentration - 1 opposites; 2 definitions; 3 geographic resources
1. wants
2. Different regions exchange economic goods
3. Jewelry manufacturer

Concentration - 1 opposites; 2 definitions;3 geographic resources
1. needs
2. Differnt ways people earn money
3. Need mountains, snow, lift

Concentration - 1 opposites; 2 definitions; 3 geographic resources
1. buyers
2. Economic needs
3. Rancher

Concentration - 1 opposites; 2 definitions; 3 geographic resources
1. sellers
2. Natural resources
3. Ski Resort Operator

Concentration - 1 opposites; 2 definitions;3 geographic resources
1. producers
2. Geographic interdependence
3. Need grasslands, hay, water

Concentration - 1 opposites; 2 definitions; 3 geographic resources
1. consumers
2. Economic Activity
3. Need Gold, skilled workers

First students read number 1 when their letter is called. The team who has the most matches wins. Numbers two and three are best used after lesson three.

**LESSON THREE:** **Resources for Economic Activity**

OBJECTIVE: The learner will be able to name at least five examples of economic activity in a community and match the activity to one essential resource.

MATERIALS: hat, cards for each student, transparency of "battleship" grid or grid for each pair of students, list of jobs and resources.

Oaktag with statement "A community is a group of people who live in one area under one government. Economic activity is the jobs the people in the community do to earn a living. Resources are those things needed to carry on economic activities."

SET INDUCTION OR FOCUS: Walk in with hat. Put hat on a students's head. Tell them that in a few minutes they are going to draw some economic activities out of this hat. Ask students what economic activity is. Elicit that it is the jobs people do for a living. Have them write down on paper cards what job they would like to have when they grow up. Put the cards in the hat.

INSTRUCTIONAL STRATEGY, ACTIVITIES AND GUIDED PRACTICE:

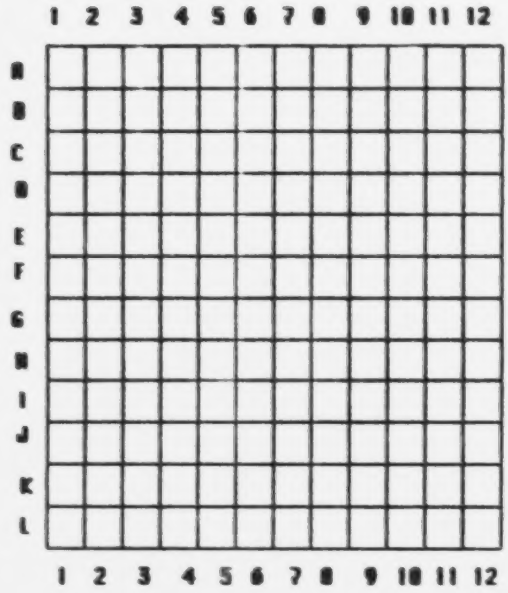
1. Explain that the things needed to do jobs for economic activity are resources
2. Draw out cards one by one. Ask what resources the person would need in order to do this job. Ask which of these resources is affected by geography.
3. Begin making a chart as shown below about resources within and without the community needed to carry on economic activity. (Modeling)
4. Give students time to finish their individual charts (guided practice).
5. Share ideas and add to individual charts. (Monitoring)
6. Play resources Graphit. Give extra points for telling who uses the resource.

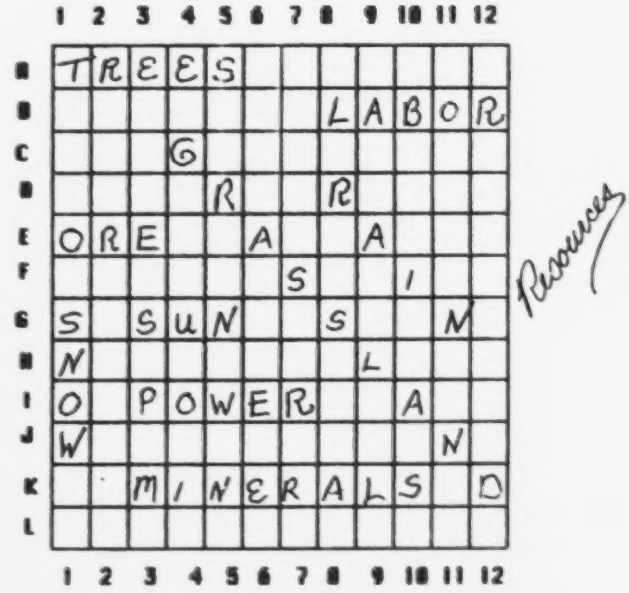
CHECKING FOR UNDERSTANDING: Have children write 5 economic activities and one resource for each economic activity.

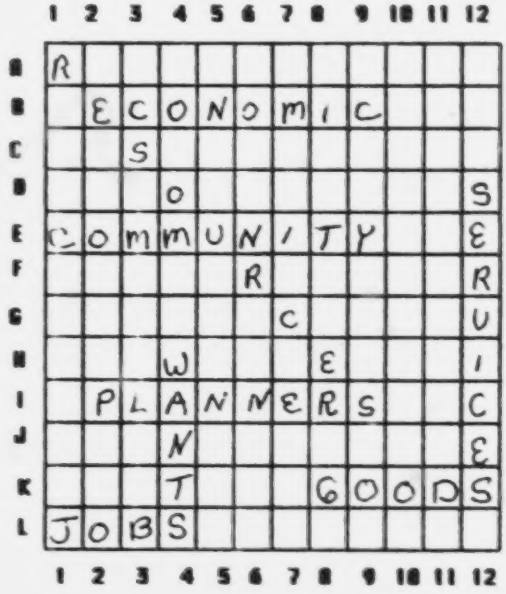
CLOSURE: What did we learn today about economic activity within a community?

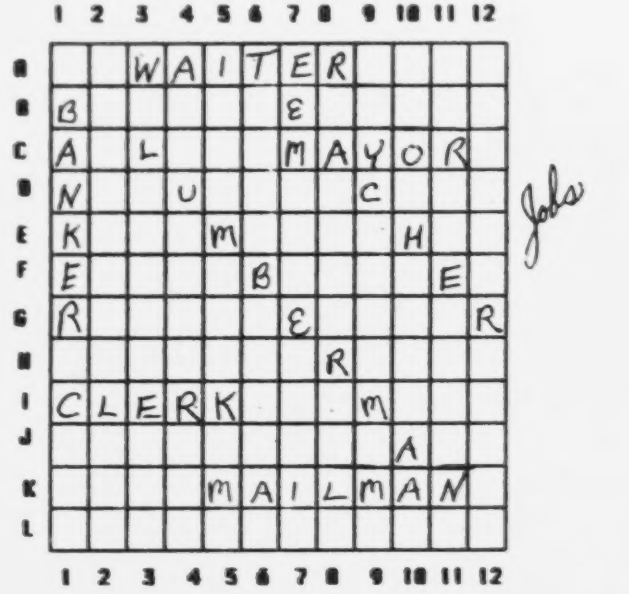
| Economic Activity | Resource Needed | Goods or Service Produced |
|---|---|---|
| Working in Grocery Story | Food to Sell, Building | Making many kinds of food available |
| Sawmill worker | Trees from forest | Lumber |
| | | |
| | | |
| | | |

# GRAPHIT






**Whole Class Graphit**: When playing with an entire class, it is useful to make a transparency of a grid with larger squares. The teacher on her own hidden copy writes in words with one letter per space. The students alternate teams in calling coordinates. If there is a letter in the space the team scores one point--no letter, no point. At a turn the team may guess a word and tell where it is written. If they guess correctly--5 points. If they are incorrect--minus 3 points.

**Individual Graphit** may be played by pairs of students each of whom needs two grids. Each puts in 6 words on one graph--play like Battleship

**LESSON FOUR:** **The Need for Planning**

OBJECTIVE: The learner will be able to explain one way we need or use planning in a community by writing a planner bio-poem.

MATERIALS: suitcase, pictures of communities modern and pioneer, key words on cards,

SET INDUCTION OR FOCUS: Enter the classroom with a large suitcase or other vacation prop. Tell students they are going on a trip. "You have two minutes to pack. Make a list on the things you will take with you." (Give no further information). Explain that today we're going to relate lists of needs to communities and their needs.

INSTRUCTIONAL STRATEGY AND INPUT:

1. Ask: Would it have helped in your packing if you had known some details? What would you like to know. Show the **who, where, when, why, what,** and **how** cards. Discuss how everyone needs to know the answers to these questions in order to plan properly.
2. Show pictures to contrast modern communities and historical communities. Have students decide what kinds of planning had to take place to progress from one to another. Use key words on cards to formulate questions
3. Ask: Can anyone think of an old town that did not plan things very effectively? (example: Boston and crooked streets) List on board.
4. Ask students: If you were to decide to establish a new town what things might you have to consider? (Examples: earning a living, a place to live, schools and hospitals, streets, places to buy things, etc.)
5. Divide into groups. Each group will take one consideration and decide one thing they will need to know for each of the key words. Share.
6. Present list of some of the people in the community that have responsibilities in these areas and explain what they do.

GUIDED PRACTICE and CHECKING FOR UNDERSTANDING: Each student will write a planner bio-poem to demonstrate their knowledge of community planners.

**Possible Planners** to talk about or to contact to speak to the class

1. A city planner who has a college degree in urban planning
2. A city engineer who is a professional in charge of streets and traffic problems
3. An elected member of the city council who is on the street committee.
4. An employee of the power and light utility. who deals with site plans, and inspecting to see places are properly wired.
5. A building and zoning administrator who looks over blue prints and issues building permits.
6. A Planning commission member who holds public hearings about changes of zoning
7. The mayor who is elected to coordinate the work of other planners.
8. Member of the economic development board who assists in the compilation of economic data and hosts prospecive new businesses.

## PLANNER BIO-POEM

**The Planner Bio-Poem is an unrhymed poem that gives each student a chance to read and write about a community planner or planning group without the problems of tedious composition.**

**THE SETUP OF THE POEM IS LIKE THIS:**

| | |
|---|---|
| **Line 1:** | **First name only (may make it Up)** |
| **Line 2:** | **Four traits the person needs to have** |
| **Line 3:** | **Member of....** |
| **Line 4:** | **Concerned about.... (3 ideas)** |
| **Line 5:** | **Who feels.....** |
| **Line 6:** | **Who needs....** |
| **Line 7:** | **Who gives...** |
| **Line 8:** | **Who fears...** |
| **Line 9:** | **Who would like to see ...** |
| **Line 10** | **Resident of .....** |
| **Line 11:** | **Planner** |

**Sample:**

Joe
Hard working, helpful, friendly
Member of the School Board
Concerned about facilities, students, taxes
Who feels frustrated at times
Who needs support from the community
Who gives of his time and energy
Who fears overcrowding in the schools
Who would like to see better pay for teachers
Resident of Spearfish
Planner

Try It:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____

**LESSON FIVE:** **Our Natural Resources**

OBJECTIVE: The learner will be able to name at least 3 natural resources,tell how it is used to promote economic activity, and indicate whether each is renewable or nonrenewable.

MATERIALS: glass of water, map of U.S., Matching game envelopes, Resource article, activity sheet, crayons.

SET INDUCTION OR FOCUS: Pour water back and forth. Ask: What are some of the difference ways we use water? How many of the jobs we mentioned yesterday might be dependent on water? Water is an important renewable natural resource and today we are going to learn how economic activity is dependent on both both renewable and nonrenewable natural resources.

INSTRUCTIONAL STRATEGY AND INPUT:

1. Using U.S. map transparency locate various cities in the U.S. that have used the water near them as a natural resource to promote economic activity. (Examples: Port cities for transportation; Niagra Falls for power; Beach cities for recreation). Explain that this is both geography and economic activity.
2. Identify the types of uses of water in the different locations. Put words transportation, irrigation, power, recreation, drinking on the flannel board.
3. Make statements and have students identify water use. (See below)
4. In pairs put together as many of the matching game as you can. Read answers orally with each pair choosing the one they wish to read.
5. Read Resources article silently to see how man uses other natural resources. Mark with crayons underlining word resource with black. Mark definition sentence with yellow. Circle renewable resources with green. Circle nonrenewable resources with red.

CHECKING FOR UNDERSTANDING AND CLOSURE: As each student names a natural resource and tells how it is used, other students using individual magic slateswill identify it as either renewable or nonrenewable.

INDEPENDENT PRACTICE OR ASSIGNMENT: Water use puzzles

FRONT OF CARDS

| | |
|---|---|
| A | Transportation |
| B | Irrigation |
| C | Power |
| D | Recreation |

| | |
|---|---|
| R | Renewable |
| N | Nonrenewable |

BACK OF CARDS

| | | | | |
|---|---|---|---|---|
| We like to go swimming (D) | | Barges transport iron ore (A) | | A |
| Electricity lights my store (C) | | I like to fish for bass. (D) | | B |
| My Crops are drying up (B) | | People water their lawns (B) | | C |
| I have to run my factory (C) | | I went to ride the Delta Queen (A) | | D |

| | | | | |
|---|---|---|---|---|
| air (R) | Limestone (N) | water (R) | Coal (N) | R |
| Wood (R) | Oil (N) | Grassland(R) | Asphalt (N) | N |

TO BE CUT AND PUT INTO ENVELOPES FOR A MATCHING GAME

A lake formed behind a dam to keep water for drinking and farming is a ___

Water carried to farmland to keep the crops alive is_____

When barges carry goods down a river, this is _____

A waterwheel is an example of using water for _____

Sometimes water flows over a dam and through turbines to create ___

When we go to the lake or beach to swim and boat water is for _____

Air, water, land, plants, climate and minerals can be called _____

Resources like trees that can be made again are _____

Resources like minerals that are used up comepletly are ____

We do not need irrigation if there is enough water from _____

One way to get minerals from the ground is by _____

reservoir

irrigation

transportation

power

hydroelectricity

recreation

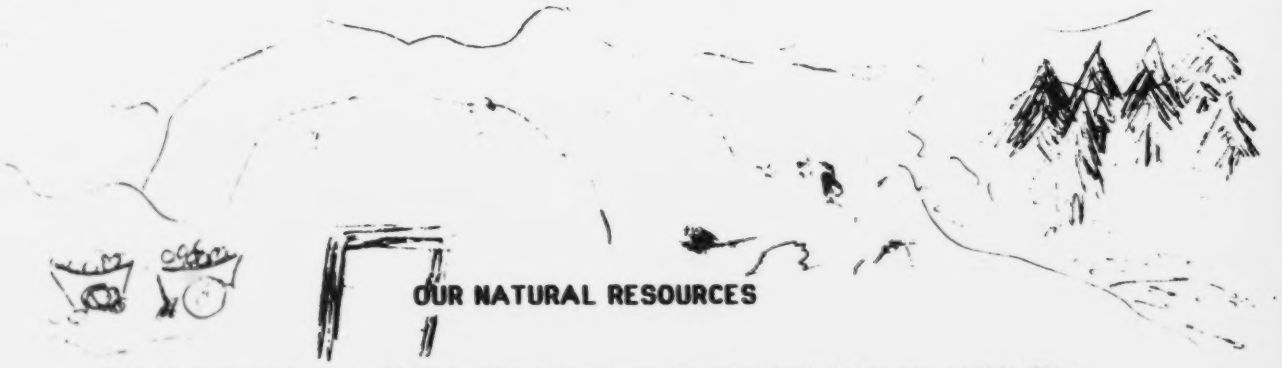
natural resources

renewable resources

nonrenewable resources

rainfall

strip mining



# OUR NATURAL RESOURCES

Our country has many natural resources that supply the things we need to live. When the American Indians used the trees and the plants of the forests and the plains to make their homes, they were using natural resources. For the Sioux, the Buffalo, was an important resource. They used the meat for food, the hide for tents, and the bones for tools.

## A Rich Land

When people first came to North America from other places, they were excited about the many natural resources that they found here. They found rich land, clear water, and thick forests. It was not until later that people discovered mineral resources like coal and iron.

## Renewable Resources

Some of our resources are renewable. That means that they can be made again. Trees are a renewable resource. If a tree is cut down, another tree can grow in its place. The buffalo were also a renewable resource, but men killed them in such huge numbers that they must now be protected.

Water, soil and air can be renewed. Water from lakes evaporates into clouds and then returns to the earth as rain or snow. Farmers use fertilizer and crop rotation to renew the richness of the soil.

## Nonrenewable Resources

There are other resources that are nonrenewable for we use them up completely. Once we have burned coal or oil, it cannot be renewed. Once ore is mined from the ground, the mineral cannot be replaced.

We use these mineral resources from the earth in many ways. When you write with your pencil, you are using graphite. The salt you use on your food comes from a mine. The crude oil we pump from the ground is used for making gasoline to run cars, asphalt to pave roads, and even in the making of plastic. Limestone is used in making cement and granite is used in building construction. But once used they are not replaced into the earth.

## WORKSHEET ON WATER RESOURCES

d q e f b x j t m v t k g l f
p n n l d y c r f a u p a x n
a w e s e k l t o w o q d o u
w e r g m c r b h w c e i r t
h n g x v y t r e a p t n u s
e i y p g o j r n l a j d j c
e q n z u y c o i t e r u p k
l m b r t j e q r c n m s c d
l k i v u s l o a g i l t l g
i s g x n h p g f d q t r w n
m w z b y s b y t a z r y b i
h i e k n i r d n m b f a t g
a m h a v f a k q l b r c s g
n e r u t l u c i r g a x j o
o t i z j m v o w e k d v u l

UNSCRAMBLE
Resources:

uurgrisAltc _____
triulasind _____
bringmule _____

Water Uses:

giinfsh _____
creetranio _____
iiiognarrt _____
spannrttrootai _____
grinteenga rewop _____

Water Words:

| | | | |
|---|---|---|---|
| agriculture | barge | boat | canoe |
| dam | drink | electricity | energy |
| fish | industry | logging | mill |
| power | pure | raft | swim |
| tourism | wheel | | |

ABC QUESTIONS

Things formed by the forces of nature are called:
a( artificial b) man-made c)natural

Near Pierre is _____ _____ which has a hydroelectric plant for South Dakota
a)Pactola Dam b)Oahe Dam c) Big Bend Dam

A natural tourist attraction in South Dakota is
a) Corn Palace b) Badlands c) Mt. Rushmore's Faces

Near Belle Fourche is _____ _____, a man-made lake used for fishing, recreation, and irrigation
a) Orman Lake b) Cheyenne Lake c) Stockade Lake

The leading industry in South Dakota is:
a) mining b) fishing c) agriculture

**LESSON SIX:** **Planning to Solve Problems**

OBJECTIVE: The learner will be able to arrive at a solution to a community problem using the Decisionville Model.

MATERIALS: tickets, simulation model, Cards with who-needed-they might titles, cards with problems and solutions to go under the title cards

SET INDUCTION OR FOCUS:

Show raffle tickets and ask students if they would care to buy one. Ask if they don't want to know who is selling the ticket, how much it costs, why it is being sold, and what the money will be used for? Elicit ideas as to why people take chances.

INSTRUCTIONAL STRATEGY AND GUIDED PRACTICE:

1. Explain why raffles are used and ask for alternative ways of raising money
2. Explain the concept of problem solving through planning
3. Show model of problem solving on a transparency or a piece of tagboard.
4. Pass out problem and solution cards.
5. Ask: Who has a problem? Put it on the model
6. Who has a plan that might be a solution? Find three and put them on the houses.
7. In pairs or small groups the students will decide on consequences. Share.
8. Vote on best solution.
9. Continue on with the rest of the problem cards in the same way as long as time permits. Solution cards can be used more than once.

CHECKING FOR UNDERSTANDING AND FEEDBACK:

After first decision has been reached go back over the thinking process that was used in deciding on possible consequences. Use hand signals for true and false to make sure process was understood.

CLOSURE: Explain how you might use this model to make a decision on a problem of your own.

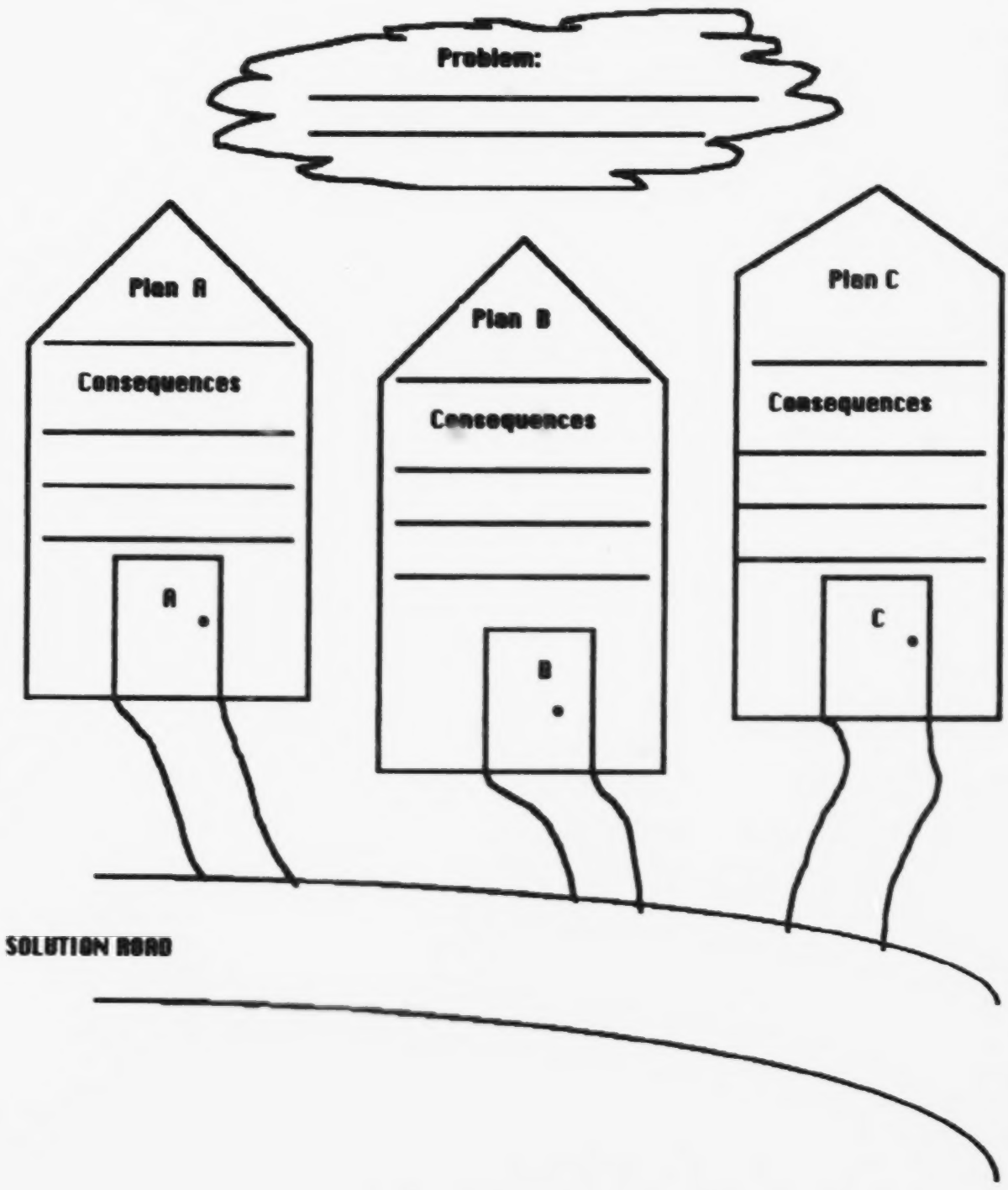
Possible Problems:

1. The trucks driving through town going to the sawmill are dangerous for younger children.
2. An old and interesting rock quarry near town which is popular for picnics is getting filled with trash.
3. The only 2 doctors in town have decided to move to a bigger city which has a better hospital.
4. Everybody feels they pay too many taxes but the streets are badly in need of repair.
5. The local courthouse which has a long and interesting history has been condemned.

Possible Solutions:

1. Ignore the problem. Before you know it everyone will stop complaining.
2. Hire a planning consultant that has dealt with this kind of problem before.
3. Form a committee that will meet with all of the people concerned to try to work out a compromise.
4. Raise taxes so that the city can pay for everything that is needed.
5. Call your Senator in Washington and tell him the Federal Government will have to pay for this.

# DECISIONVILLE



**LESSON SEVEN:** **Interdependence Between Regions**

OBJECTIVE: The learner will be able to name the three major regions of South Dakota and tell a natural resource, a resulting economic activity, and a product for each.

MATERIALS: Large map of South Dakota, another cut into colored pieces for each region, a picture of geographical features of each region, product samples, interdependence simualtion game

SET INDUCTION OR FOCUS: Hold up large outline map of South Dakota and tell how you had it all colored and with picures but it fell apart. Ask for volunteers to be human thumbtacks to see if the regions could be put back together with the correct pictures.

INSTRUCTIONAL STRATEGY AND INPUT:

1. Have 3 students hold regions in correct place. As pictures are identified, have three more students hold pictures over the correct region.
2. Turn map poster to other side where there is a chart: Fill in.

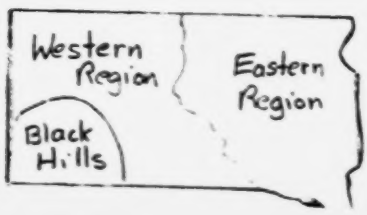
| | Eastern Region | Western Region | Black Hills |
|---|---|---|---|
| Natural Resource | | | |
| Economic Activity | | | |
| Product | | | |

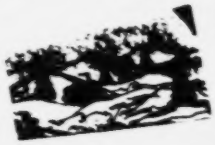
3. Explain that the people of one region depend on the people of another region for their products. These products are transported and exchanged. Put in pairs to play the interdependence simulation. Since this is transportation and not communication the trading is to be done silently with gestures. Students may move about the room as necessary in order to exchange products. The object is to exchange until you no longer have a scarcity of any of the 6 products.

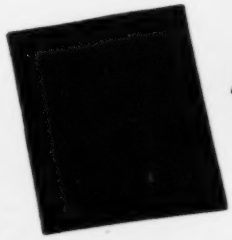
MODELING AND GUIDED PRACTICE: Use cards already prepared for the students to fasten on the chart. Students can sketch their own region map and create their own chart. The chart becomes the model for understanding the simulation.

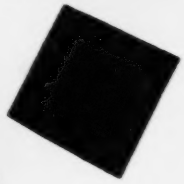
CHECKING FOR UNDERSTANDING AND FEEDBACK: Use hand signals to indicate to which of the three regions the statement read applies.

CLOSURE: Ask: What did you learn today about how people of one region depend on the economic activity of people of another region?







ECONOMIC INTERDEPENDENCE SIMULATION GAME

The students are divided into three groups for the three regions of South Dakota. Each region is identified by a color. Their are twelve trading cards with 6 little pockets --four of each of three colors. Each region's cards announce that the person has the product of their own region but needs the products of the other two regions. Each pair of students receives a card with 6 product slips for their own region. Since this is transportation, not communication, everyone must do the trading silently using only gestures. The region confers as a group and then the teams begin trading products for a very limited time. Then the regions again confer about what scarcities still exist.

hogs hogs hogs

wheat wheat wheat

sheep sheep sheep

cattle cattle cattle

gold gold gold

lumber lumber lumber

I come from the Western Region
I have:
cattle
Cattle for steaks and leather
Sheep for wool clothes
I need:
Lumber to build a house
Gold to buy a car
Wheat for bread and cereal
Hogs for ham and bacon

**LESSON EIGHT:** **What if there were no Black Hills?**

OBJECTIVE: The learner will be able to make predictions about what would happen to the economic situation if there were no Black Hills.

MATERIALS: Transparency of map of the Black Hills, worksheet, Battteship game

SET INDUCTION OR FOCUS: walk in saying "I'm lost! Someone gave me this map but I really don't know where I am. Can anyone help me?"

INSTRUCTIONAL STRATEGY AND INPUT:

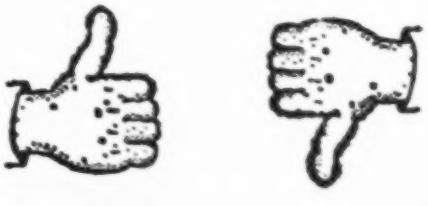
1. Show map of the Black Hills. As students identify locations, decide what type of economic activity is predominate there.
2. Categorize economic activity into Tourism or Recreation, Forest Industries, Mining, Agriculture, Government. Write examples of each on worksheet.
3. Try writing an economic poem about a Black Hills resource using diamante format: Resource, 2 adjectives describing it, phrase telling about getting it, phrase telling about use, 2 verbs, product. (Model writing as students write.)
4. Divide class into groups with one chart for each group. Decide what would happen to the economic situation if there suddenly were no Black Hills.

MODELING AND GUIDED PRACTICE: Having written on transparency examples of economic activity by category, use this information for predicting exercise in groups and for writing an economic poem.

CHECKING FOR UNDERSTANDING AND FEEDBACK: Ask students to respond to yes/no review questions with thumbs up for yes and thumbs down for no.

CLOSURE: Ask students what they have learned about the importance of the Black Hills to the economy of the area.

FRONT OF CARD



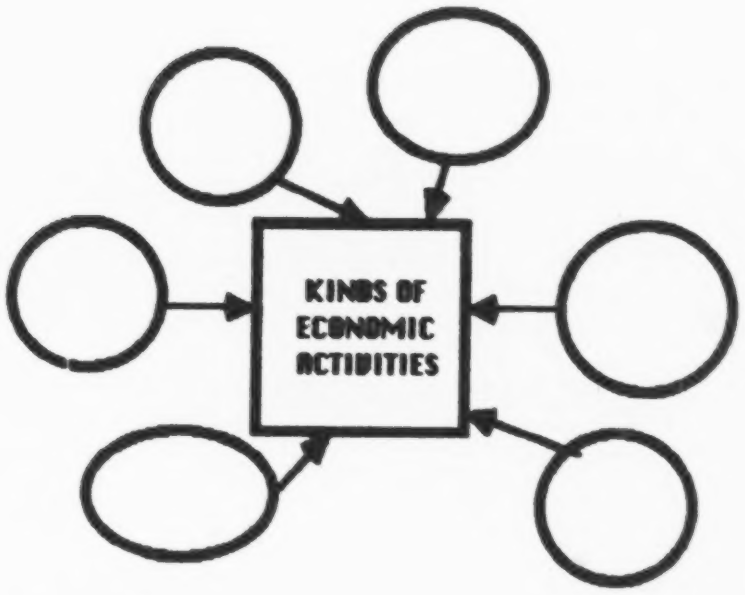
YES NO

BACK OF CARD

Without the Black Hills:

Cattle would die (No)
Tourists wouldn't come (Yes)
There would be more skiing (No)
Pine trees might not live (Yes)
Might not find minerals to mine (Y)

NO YES




LUMBER
HARD, DIRTY
CUTTING IT DOWN
MAKING IT INTO PAPER
READING, WRITING
PAPER

MINING
WORK, MONEY
DIGGING ORE FROM THE GROUND
CHANGING TO JEWELRY
RINGS, NECKLACES
GOLD

RANCHING
GROWING, WORKING
THROWING DOWN AND BRANDING
FEEDING THE CATTLE
HERDING, SELLING
FOOD

## ECONOMIC GEOGRAPHY POEM

_____

_____ _____

_____

_____

_____ _____

_____

a natural resource
2 adjectives
a phrase using the resource
a phrase about the product
2 verbs
product

AGRICULTURE
GROWING, HARD-WORKING
PLANTING SEEDS
CORN, WHEAT, HAY
EATING, ENJOYING
PEOPLE

FORESTS
GREEN, YELLOW
CUTTING A TREE DOWN
SAWING THE LUMBER
CUTTING, CARVING
FURNITURE

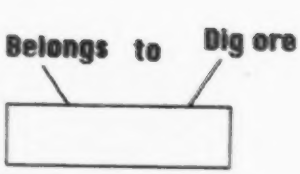
I
NO View
S
T

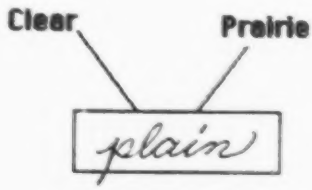
I
A
N
D
F
O
R
M

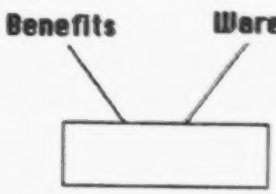
## THE DAY THE GEOGRAPHY CHANGED

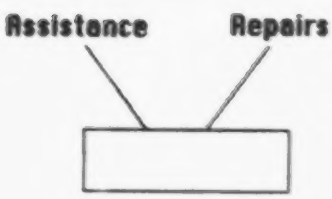
| PERSON | WHAT WOULD HAPPEN |
|---|---|
| Farmer | _____ |
| Motel Owner | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

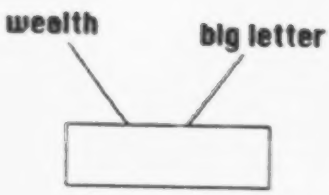
# DOUBLE DUTY MEANINGS

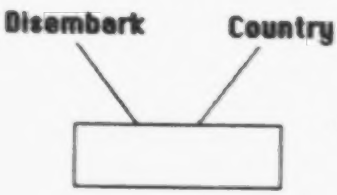


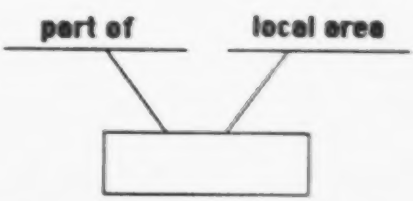



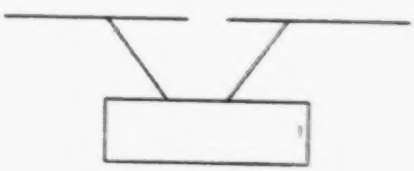



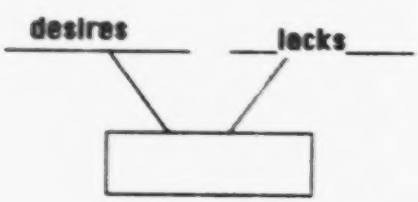



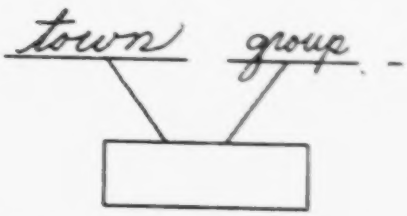






CHECK YOUR ECONOMIC GEOGRAPHY VOCABULARY LIST.

plain - community - goods - land - capital - mine - wants - needs - region

| E | C | O | N | G |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | FREE | | |
| | | | | |
| | | | | |

VOCABULARY: Pick the words and print them randomly in the squares. You won't need all of the words.

agriculture
buyers
sellers
climate
community
conservation
resources
economic
interdependence
wants
needs
environment
exchange
factory
production
goods
services
plain
power
producer
consumer
region
scarcity
services
transportation
communication
capital
labor
land
economic
activity
business
jobs
produce
products
mining